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ABSTRACT

Noting that most graduate study in communication consists of specialization within the broader field, this paper argues that graduate level communication programs are not only justifiable but also are mandatory if students of communication are to advance much beyond the practitioner stage. The first section of the paper, "Graduate Communication Programs: Are They Justified?" argues that graduate programs are the only viable method of providing the interaction among knowledge of procedure, understanding of principle and theory, and appreciation of the philosophical places and relationships involved in and around the discipline, which are essential for those in positions of decision making, supervision, and management. The second section of the paper, "Some Background about Graduate Programs," provides data related to enrollment and curriculum, as well as to career opportunities for communication graduates. The third section of the paper, "What some Universities Are Offering in Graduate Programs," analyzes a number of university programs across the United States, concluding that major changes are underway in communication programs throughout the nation. (FL)

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GRADUATE COMMUNICATION PROGRAMS:
ARE THEY JUSTIFIED?

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GRADUATE COMMUNICATION PROGRAMS:

ARE THEY JUSTIFIED?

Periodically the question arises whether or not graduate study in various fields with apparent over-supply of doctorate or master's degree holders should be discontinued, or at least curtailed. Instances of that situation in recent years include the cases of "too many" Ph.D.s in history, English, and other fields; too many "over-qualified" engineers in the 1970s; and most recently the flood of M.B.A.s into the marketplace.

A relative late entry into the advanced degree race is the broad field of communication. Graduate degree programs exist in many universities, it is true, but most advanced study in communication has been in specializations within the broader field. Indeed, much of the graduate study in communication concentrates on one or another of the fields in which communication takes place; or on communication related to one or another of the media, such as public communication, organizational communication, broadcasting or print journalism.

Basically, three cases may be made for graduate study in the broad field of communication. The first is based on present practice, holding that if universities of excellent reputation and status are offering graduate programs, the institution in question should offer one, too. A second kind of support for graduate communication education grows out of the need for such programs, pointing to real and potential clientele and their educational needs and demands.

A third basis for support of graduate study is the philosophical academic discipline approach. A case can be made on the basis of curricular integrity for both master's and doctoral study in communication. Such a philosophical rationale is sufficient, in itself, to demand graduate programs. It also is prerequisite and complementary to the other two approaches.

The philosophical rationale depends on two basic structures. The first is the epistemic nature of communication, including the body of knowledge with which it deals, the internal relationships which are described, relationships among the sub-fields into which it has been academically partitioned, and articulation with other fields of study.

The second basic structure is that derived from the practical nature of communication as societal instrumentation and the effect of that practical nature on the discipline itself. We posit that the aspect of communication is insufficient and potentially defective without the undergirding of the epistemic discipline. In the same sense, the purely academic study of communication is less profitable without realization of the social consequences of that knowledge, and thus incomplete and less meaningful.

The epistemic nature of communication consists of three parts: behavior of one party to communication, behavior of the other party(ies) to the communication, and behavior of the instrumentation they both use. Properly studied, the three parts should be considered as a single system, but for academic practicality, the partitioning is desirable. The tri-partite structure suggested here is represented in the literature by any of several models, such as the S M C R division which suggests the paradigm source,

message, channel and receiver. Other paradigms are within the rationale of this basic model.

No matter which of the available variations is used, one becomes aware that the analysis suggest universes to be studied within the greater system: stimulus and response; symbol and image; central nervous system processing; content, language; structure, and presentational mode; technology of transmission; context; human interaction and coaction; and others. Related to all of these is a growing body of knowledge based on qualitative and quantitative data which permit a greater and greater potential for predictive generalization. Principles and theories have been developed which make more meaningful the accumulated information. In short, a rich body of knowledge lends itself to academic treatment which has resulted in a standardized discipline, including curricula for pedagogy and theory-directed research methodology.

In large part, the epistemic nature of communication is a function of the second structure. It is not parallel nor identical, however, but stands beside, as one coil in an electric transformer stands beside and affects the behavior of the other. Knowledge about communication and disciplining of that knowledge have grown out of awareness of the practical nature of communication, which is of two complementary parts. Both provide instrumentation for the functioning of society.

On the one hand is the informative function; on the other hand is the intensional function. Both serve to enhance social control and movement, facilitating direction-setting, policy determination, and adjustment for functional stability and consistency.

The practical study of communication is devoted to preparing the agents of social conduct: clergymen, politicians, newspaper editors, television announcers, salesmen, writers of public information pieces, government bureaucrats and others who are or who potentially are instrumental in directing society. Hence, skills and procedures need to be developed if society's communicators are to function.

In addition, a major aspect of the practical nature of communication is often overlooked. Consumers need to learn how optimally to receive printed and aural messages, to assess them critically, to respond with available feedback modes, and to bring to bear norms of ethics on forces of law when they are called for.

The epistemic nature of the study of communication and the practical necessity of preparing people to be communicators should and do converge in the planning of the curricula of most undergraduate departments and schools. However, the titles of those departments and their programs suggest that there is not a comprehensive treatment of all parts of the curriculum suggested by the broad field. Instead, there seems to be a preoccupation with the practical side: the training of students to be communicators of the source variety, functioning in specific, task-defined capacities and in certain approved manners. In fact, many curricula are so limited that they offer whole degree programs devoted to skill and procedure development only, except for the so-called central or core curriculum required of all students in all majors.

In seeking to bring the two major structures treated so far in this paper--the epistemic nature of communication and the practical nature of

communication--into a rationale within which a case can be made for graduate study, a third construct inherent in academic disciplining in general must be considered. That is the philosophical division of the field into levels of the practitioner, the theorist, and the student of relationships, internal and external. These three levels describe roughly the levels of the baccalaureate, the master's and the doctor's degrees. Nearly every major discipline in modern higher education reflects those three levels of study. The exceptions most often are found in schools or departments devoted to professional or occupational preparation, such as law, medicine or certain technological fields.

Presently, degrees in nearly every major discipline will result in some kind of related employment. Chemists, writers, musicians, accountants, social workers, clinical psychologists--these are what the alumni of universities call themselves. They are practitioners of some useful occupations, which incidentally, are related to some academic field. That also is true of graduates of communication programs. They have learned the skills, procedures and other behaviors for certain chosen occupations. It is typical in most undergraduate communication programs that students study to become practitioners in occupations related to communication. They prepare at the first level of the philosophical partitioning of the field.

It also is true that a number of departments provide a few courses on the senior level or on a level available to both graduate and senior students which deal in theory. These courses are often optional, and are not chosen by many undergraduates. The result is, in most cases in many

programs, the undergraduates are persons who are quite employable and no doubt proficient, but who do not have much idea of why they are doing what they are proficient at doing. The naturally concomitant condition is that the graduates can function in a prescribed and structured setting but are not qualified to make decisions related to planning or management or to meet exigencies when they arise with respect to communication.

Granted, the communication industries do need practitioners who can function in such limited capacity as has been described, and the undergraduate programs in communication are doing a reasonably good job of supplying those kinds of practitioners. However, the nature of communication as instrumentation for societal functioning requires more than proficient practitioners of prescribed tasks. Perhaps an analogy is in order to suggest a justification for studies in communication beyond the bare practitioner level.

In a relatively simple or primitive society, where travel from place to place was not necessary or even desirable, a simple technology which extended to the hardening and shaping of iron and the placing of that iron on the hoofs of horses was probably sufficient. In such a technology, it was probably not necessary for the blacksmith practitioner to understand the whys or the variables of metallurgy beyond the prescribed heating and hammering procedures.

On the other hand, a complex society which demands fast and distant travel, demands an advanced technology capable of building, operating and scheduling aircraft which can provide for the transportation necessary. There is still no doubt a need for heaters and hammerers of metal, but

there also is a need for practitioners with knowledge of the reasons for heating and hammering and all of the related components of building and operating such sophisticated and complex craft.

The parallel between the preceding analogy and the communication process is obvious. In less complex times, when communication was not complicated by technology and social structure and intervening institutions, simple dialogue and basic vocabulary and primitive communication tools were all that were necessary. But today, with computers and competing media and complicated interchanges of information and the exponential growth of information, more elaborate systems of understanding of and training for communication are not just necessary, they are obligatory.

It is that obligation that prompts the thesis of this paper--that graduate communication programs are not only justifiable but also they are mandatory if students of communication are to advance much beyond the mere practitioner stage.

The communication demands of society are difficult to satisfy in our complex and advanced civilization. The communication industry has become much more sophisticated than it was only a few years ago. In response to that sophistication, it is more and more necessary to have people who understand not only the principles and theories which define practitioner behavior but the implications to the function of communication as instrumentation for social functioning.

Training of the basic practitioner of communication has become so complex and expanded that there is barely time in four undergraduate

years to accomplish the task. There is less and less time available in undergraduate programs to provide even elemental knowledge of theory, let alone understanding of the place of communication in social affairs.

Newton and Walters in a recent article indicated that curricula in most undergraduate communication programs are dominated by generally prescriptive methods and techniques courses designed to make students functional in the job market. They noted the training of the basic communication practitioner has become so complex and expanded bachelor's degree programs are not meeting the need.¹ Less and less time is available in undergraduate programs to provide even an elemental knowledge of theory, let alone understanding of the place of communication in social affairs. Therefore, because of the integrity of the discipline in a curricular scheme which has expanded outside the traditional parameters, a fifth year of study is indicated to match properly the prospective practitioner to the task defined by the current societal context. Properly, based on the philosophical division of the discipline developed earlier, the fifth year should be a year of graduate study on the master's--the theoretical level. Logically, that fifth year of study should be in advanced theoretical considerations, research and the philosophy of the discipline.

¹Ray Newton and Joseph Walters, "Curricular Commonalities among Selected Schools of Communication," Arizona Communication Association, Spring 1987, pp. 16-19.

Graduate study is probably not necessary for all practitioners of communication. It is, however, essential for those in positions of decision-making, supervision and management, not because only of the rigor of the task and the necessity for competence in the sharply competitive professional fields but also because of the insufficiency of a knowledge which superficially prescribes and assigns certain behaviors without explaining the bases for those behavioral decisions. The significance and the implications of communication behaviors as central instrumentation of the society need probing. In communication, perhaps more than in other disciplines, a responsibility is suggested by the constitutional positioning of the media as a sentinel of society. It is intrinsic in the trust vested in quasi-professional opinion leader communicators, especially in a free society. To communicate without ethical considerations or without knowledge of the significance of the communication to human affairs, or without understanding of the pragmatics of the probable results of the communication constitutes less than the true and complete competence of even the practitioner.

In sum, this eclectic approach to the support of graduate communication programs would posit, simply on the basis of integrity and completeness relative to the epistemic nature of the field and prior to any considerations of the usual justifications based on research and pedagogy, that graduate programs are the only viable method which provide the interaction among knowledge of procedure, the understanding of principle and theory, and the appreciation of the philosophical places and relationships involved in and around the discipline.

SOME BACKGROUND ABOUT GRADUATE PROGRAMS

The number of colleges and universities which offer graduate programs in journalism, broadcasting and speech--communication, if you will--continues to grow both in quantity of students and quantity of degrees granted. The 1985 summary of enrollments prepared by Paul V. Peterson of Ohio University which appeared in the Spring 1986 issue of Journalism Educator (the 1986 data have not yet been released) indicates the following:

*Of the 175 institutions reporting, 88 had graduate student enrollments in 1985. The data did not reveal whether the programs were for master's or doctorate degrees, but inferential data seems to dictate the most graduate students were at the master's level.

*Of the 88 institutions reporting, 83 granted graduate degrees in 1985. Only 81 granted degrees in 1984.

*Graduate degrees granted increased by almost 100 in 1985 over 1984--1,507 in 1985; 1,412 in 1984.

*Graduate student enrollment decreases slightly in 1985--5,487--when compared to 1984--5,572.²

However, the outlook for graduate programs in communication seems bright, if Richard R. Cole, dean of the School of Journalism at the

²Paul Peterson, ed., "1985 Enrollments in Journalism and Mass Communication," Journalism Educator, Vol. 41, No. 4 (Spring 1986), pp. 54-60.

University of North Carolina, is accurate in his assessment of growth. He wrote in the Autumn 1985 issue of Journalism Educator:

Although the major emphasis, by far, is at the undergraduate level, the number of graduate students continues to rise. About 75 percent of the graduate students in M.A. programs do not have undergraduate degrees in journalism. They majored in English, history or another field and then became interested in journalism. At the Ph.D. level, enrollments continue to climb. More than 20 U.S. universities now offer the Ph.D. in mass communication, and it is apparent³ that there are more job openings for our Ph.D.'s than ever before.

Cole also predicted the following:

Graduate education will draw an even larger portion of our attention and resources. Through master's programs, we will educate a stream of students for professional jobs of all kinds. Through Ph.D. programs, we will continue to produce college teachers, but we will turn out more and more people⁴ for full-time research positions in industry, government and elsewhere.

Not only does it appear that graduate students and graduate programs are increasing but also it seems that some graduate programs are shifting from the traditional emphasis which has characterized graduate degrees into newer, more innovative (some might say functional) approaches to course work and theses and dissertations.

Singletary and Crook described this shift in emphasis following a survey they conducted among 43 accredited graduate programs in 1984. The thrust of the survey was to determine what changes, if any, had

³Richard R. Cole, "Much Brighter than Yesterday and Still Brighter Tomorrow," Journalism Educator, Vol. 40, No. 3 (Autumn 1985), p. 5.

⁴Ibid. p. 8.

occurred in master degree programs involving mass communication and communication. They found that essentially two types of degrees were granted: the traditional Master of Arts or Master of Science, which provides an introduction to scholarly activities and is preparation for doctoral programs; and the more recent "professional master's degree," which typically provides instruction in professional skills and is preparation for a career. The degree designation is more commonly "Master of (name of professional field)."⁵

They further found that 40 of the 43 schools either required or permitted thesis credit toward the master's degree, but only 11 required the thesis. Thirty-one schools permitted an alternative--a professional or creative project, which would replace the traditional thesis.

At 33 schools, the most likely methodologies for the traditional thesis were mail survey, historical research, content analysis and telephone survey. These research methods present problems because the skills and training required of the methods are often not the ones--or at least not perceived by the students as the ones--that contribute most to professional practice. In other words, job-minded students often resist footnotes, theory, historiography and quantitative methods because they do not see themselves doing these things in their work.⁶

Their conclusion about master's programs indicate that they "...are in a period of transition from the traditional scholarly model to a professional

⁵Michael Singletary and James Crook, "Projects Replace Theses in Many Master's Programs," Journalism Educator, Vol. 40, No. 4 (Winter 1986), p. 4.

⁶Ibid., p. 8.

model, but the rhetoric of the fields has not yet caught up with the change."⁷

These changes are perhaps encapsulated in an article by Budd, when he described what is occurring at Rutgers University:

We have a crying need for curricular reform, for reshaping programs and philosophies, but we will not succeed by re-arranging deck chairs on the Titanic. When we talk about structural change, we must talk about deep structure, and not the sort of superficial facelifts and tack-on strategies that have distinguished our past. New course titles and reworked descriptions with new buzz-words may make for exciting catalog copy, but they do not necessarily make programs good ones or good ones better. New paradigms do not simply appear, they emerge as a result of seeing the world in a different light, by looking to the future and not over our shoulders.

Our curriculum planning currently revolves around the development of a new master's degree in Communication and Information Systems and a new undergraduate degree in Information Studies. I expect that within a few years, the latter will be our largest undergraduate component, perhaps the largest one in the university.

The shift from a traditional academic approach to a "professional" orientation is not without its faults and certainly not without its critics. Douglas Ann Newsom, former president of the Association for Education in Journalism and Mass Communication, discussed this concern in "Journalism/Mass Comm as an Academic Discipline." She noted that the academy has not yet accepted the field as a legitimate academic subject.

Part of this questionable status is the result of the borrowing done in communication from the theories of a variety of other

⁷Ibid., p. 8.

⁸Richard W. Budd, "It's Time to Set New Directions in Communication Education," Journalism Educator, Vol. 40, No. 3 (Autumn 1985), p. 27.

disciplines, most of them in the social sciences. Further complicating the matter is the split in teaching of communication theory between programs of journalism/mass communication and speech (human) or interpersonal communication.

Compounding the difficulties of establishment of a solid theoretical base for journalism/mass communication studies is failure to replicate (what has been appropriated), to codify and to originate.

Not helping the matter is the failure of the communication components with ties in specific industries to establish themselves as professions.

This same concern was echoed by Mehra, when he wrote

Professional programs, by and large, have failed to be infused with critical thought. They are bent instead upon sprucing up their graduates for the marketplace. This may well satisfy a temporary want, but it can be pernicious. Human history, above all, is a history of revolutionary ideas. It is these ideas that may not be forthcoming from an army of technicians.¹⁰

Yet Newsom thinks that changes are likely in the curricula and the programs in communication. She speculates the whole area could become a subset of other more traditional fields, such as sociology; or they could go piecemeal into political science, history, English and the like.

She suggests still a further alternative:

Another possibility is the establishment of a few large umbrella mass communication schools that are primarily research oriented but tied to industry because that is what industry needs most from the

⁹Douglas Ann Newsom, "Journalism/Mass Comm as an Academic Discipline," Journalism Educator, Vol. 40, No. 3 (Autumn 1985), p. 23.

¹⁰Achal Mehra, "Liberal Arts Help to Develop Critical Judgment," Journalism Educator, Vol. 39, No. 3 (Autumn 1984), p. 36.

academy - not entry level job applicants.¹¹

Fowler, in 1986, addressed this same thought--the evolution of large graduate schools into units which go beyond the traditional role they have played: He envisions programs for those in higher education who want credentials to qualify for university positions, and for those who want additional training so they can advance in their professions outside of the academic setting. He cited data which indicated that more than 35 percent of those who had pursued graduate work in communication had done so because they wanted to improve their professional, not academic, performance.¹²

Fowler's research, reported in the Autumn 1986 issue of Journalism Quarterly, seems to indicate that concessions are being made with respect to the content and thrust of master's degree research courses. While such courses were still being taught in the 69 institutions which responded, the content of the courses varied, according to the interests of the graduate students enrolled. Fowler concluded that graduate research courses need to be examined carefully to determine how they can meet more effectively the needs of the two constituent groups of students he identified. He also suggested that research techniques should probably be integrated more into the undergraduate curriculum to prepare future graduate students and

¹¹Newsom, op.cit., p. 23.

¹²Gilbert L. Fowler, "Content and Teacher Characteristics for Master's Level Research Courses," Journalism Quarterly, Vol. 63, No. 3 (Autumn 1986), p. 594.

media employees for the rigors of research which are now common in both fields.¹³

While it appears that graduate programs at the master's level are changing in response to perceived needs from the professional world, the same may not be true of doctoral programs. Steeves, et al. concluded in their 1984 survey of 23 communication Ph.D. programs that traditional methodologies were, for the most part, being followed, particularly with respect to research emphases within those programs.¹⁴ Their survey prompts the conclusion that most graduate communication programs are devoted to preparing future university faculty members, not employees for the professional world. They wrote:

Nonetheless, it appears that most Ph.D. students are encouraged to emphasize survey and experimental methods and statistics in their programs, at the expense of the potentially important areas such as qualitative and historical methods and epistemology. If we believe - as many of us no doubt teach - that a triangulation of methods is the idea in approaching social science problems, then it seems we should encourage more methodological balance in our student's programs. In addition, we might consider providing more training in areas necessary for survival after graduation, such as journal article writing and grantsmanship.¹⁵

What of the professional world? What kinds of expectations does it have of communication graduates? More and more, the professional

¹³Ibid., p. 599.

¹⁴Leslie Steeves, et al., "Survey Shows Variation in Ph.D. Methods Training," Journalism Educator, Vol. 38, No. 3 (Autumn 1983), p. 3.

¹⁵Ibid., p. 5.

world, excluding the obvious print and electronic media industries, is employing graduates from schools of communication, particularly those with advanced degrees. One such employer is Dow Chemical Company, which has for the past several years conducted major recruiting efforts among departments and schools of communication. Among the multiple abilities and skills desired by Dow are these:

- | | |
|---|-------------------------------------|
| *Advertising | *Planning |
| *Audio-visual presentations | *Pricing information |
| *Award and recognition programs | *Product and service case histories |
| *Broadcast media relations | *Product background information |
| *Budget management | *Production |
| *Crisis communications analysis | *Public affairs research and |
| *Distribution & Emergency Response programs | *Public relations |
| *Employee communications | *Publications |
| *Field sales relations | *Sales and technical literature |
| *Issue management | *Sales promotion |
| *Media inquiries | *Speech and script writing |
| *Meeting planning | *Trade publication interaction |
| *News releases (electronic and print) | *Trade shows and exhibits |
| *Photography | *University relations ¹⁶ |
| *Video productions | |

What education expectations does Dow have of future communication employees? Its recruiting brochure, "You Can Do Great Things in Communications at Dow," is quite specific.

The CDP is a highly selective program with a limited number of openings each year. We're looking for well-qualified candidates with bachelor's or master's degrees in journalism, advertising, communications, marketing, public relations or business. Liberal arts majors with strong course work in these subjects could also qualify.

The successful candidate will have potential to become a manager of a communications function or group in the near future. Important qualifications include evidence of leadership, good verbal

¹⁶You Can Do Great Things in Communications at Dow, Dow Chemical Co., Communications Division, Midland, Mich., 1986, p. 7.

communications ability, good human relations skills and demonstrated writing ability. Writing samples are required. Professional communications experiences - on campus, off campus, through summer jobs and internships - are a strong¹⁷ plus. And a good grade point average is another positive factor.

The Association for Communication Administration emphasized that training for careers in communication now seems to go far beyond what can be taught in four years of undergraduate school. The ACA stresses that communication students need to explore the ever-growing variety of communications behaviors as they are developing today:

The core concepts explored within a study of communication include the creation, transmission, and analysis of differing kinds of messages as well as message impact. Students investigate communication processes as they occur within and among individuals, groups, organizations, and societies. They explore interpersonal and nonverbal communication, rhetorical and dramatic criticism, argumentation and persuasion, the oral performance of literature, broadcast messages, production and programming, advertising management, public relations campaigns, news reporting, and other aspects of communication. Individuals interested in combining a study of medicine and communication would pursue a course of study in communication pathology or audiology (communication disorders) which require distinct special training for certification.¹⁸

The Associated Press Managing Editors organization, through its standing Journalism Education Committee, reported essentially the same kinds of skills are wanted by the newspaper industry. McMane reported in 1985 that of 456 daily newspaper employees, 77 percent said they would

¹⁷Ibid, p. 10.

¹⁸Careers in Communication Arts and Science, Association for Communication Administration, Annandale, Va., 1985, p. 4.

take advantage of further training in communication.¹⁹ What was revealing in her survey was that journalism/communication was not the major category which respondents selected for further education. Among those topics listed were business, history, economics, computer science, political science, law, foreign language and education. McMane, then a doctoral student at Indiana University, concluded that advanced education for those in communication might well warrant a close analysis of what the needs are of those who want training.²⁰

It would seem from the limited research which this paper involves that the question, "Is there a need or a justification for graduate programs in communication?" demands a yes answer. It also would seem the earlier notion--that the complexity, breadth and depth of the disciplines within the generic field of communication are so varied that they cannot be taught efficiently and completely at the undergraduate level--is also true. Not only should undergraduate curricula be modified to meet the changing needs of the communication industry but also graduate programs in previously discrete departments be merged--melded--into cohesive and comprehensive academic units. This seems more and more evident, as the following review will indicate.

WHAT SOME UNIVERSITIES ARE OFFERING IN GRADUATE PROGRAMS

¹⁹Aralynn Abare McMane, "Continuing Education," Journalism Education: APME 1984 Journalism Education Committee Report, Huntington, W. Va., February 1985, p. 28.

²⁰Ibid., p. 29.

The three state universities in Arizona do not have graduate programs that include the three areas of broadcasting, journalism and speech communication. This is one reason the School of Communication at Northern Arizona University is proposing the Master of Arts in Communication. This proposal is underway at this time.

A few schools do combine all three areas of study in their graduate programs. Our discussion is limited to the Southwest and West, plus a few selected schools across the nation.

In Arizona, for instance, the Walter Cronkite School of Journalism and Telecommunication at Arizona State University does not offer speech. Speech communication is offered in the department of communication. At the University of Arizona journalism and speech communication are offered in different departments, while no advanced study is offered in broadcasting.

In California, for instance, Berkeley has a graduate school of journalism offering programs in print and broadcast journalism with a M.J. degree.

The University of Southern California's school of journalism offers the M.A. degree with programs in print, broadcast and public relations.

It seems that presently the three areas--broadcasting, journalism and speech communication--are only combined in a single program at one California institution. California State University at Chico has a school of communication with department of communication design, and information

and communication which includes sequences in telecommunication, visual communication, industrial technology, information systems, journalism, public relations, speech communication and organizational communication. CSU at Chico is the only major university in California offering a somewhat integrated approach to communication in study.

The University of Colorado's school of journalism and mass communication offers sequences in advertising, broadcasting, news-editorial and public relations. The degree is the M.A. There are no other schools of communication in Colorado.

Utah has no schools of communication as such; however, the department of communication at the University of Utah does grant the M.S., M.A. and Ph.D. degrees. Sequences of study include public relations, broadcast journalism, news-editorial, radio-television-film and speech.

The Reynolds School of Journalism at the University of Nevada-Reno offers the M.A. with sequences in print and broadcast journalism, advertising and public relations. UNLV's department of communication also offers the M.A., but it offers programs in communication studies with emphasis only in journalism, broadcasting, public relations or communication-rhetorical theory.

The University of Oregon's school of journalism offers M.S. and M.A. degrees with emphasis in news-editorial, advertising, radio-TV news, public relations and magazine.

The University of Washington's school of communication offers the M.A., M.C. and Ph.D. degrees with graduate study strongly research-oriented in areas of print, broadcast, advertising and communication. However, it does not emphasize speech communication. On the other hand, WSU's department of communication offers the M.A. with options in political communication, organization/interpersonal communication, media management, public information, and media history and criticism. This is one of the few programs in the West which combines journalism, broadcasting and speech communication.

Away from the Southwest or the West, several schools of communication offer broadcasting, journalism and speech communication at the graduate level. The School of Communication at the University of Miami offers five distinct program areas, including journalism, broadcasting and speech/organizational communication. The University of Southern Mississippi's School of Communication offers the M.A., M.S. and Ph.D. degrees in communication with the M.A. and M.S. in Public Relations.

The University of Tennessee has a college of communication with a school of journalism and departments of advertising and broadcasting--no speech communication within the College of Communication.

Howard University in Washington D.C. also grants the M.A. and Ph.D. The Department of Communication Arts and Science in the School of Communication has specialization in communication and rhetoric, linguistics, mass communication or organizational communication; however, these programs are not fully integrated.

Moving north, the College of Communication at Boston University has three graduate schools, broadcasting and film, mass communication, and public relations. These programs are not integrated. Pennsylvania State University's School of Communication grants the M.A. with concentrations in advertising, broadcast news opinion, print journalism opinion and communication studies, but no speech communication component. At the University of Pennsylvania, the graduate program in communication in the Annenberg School of Communication does not offer journalism.

In the upper mid-west at the University of North Dakota School of Communication programs of study include journalism, broadcasting, advertising, public relations and speech communication. North Dakota offers the M.A. degree. Another university with an integrated approach to communication is Fairfield University graduate School of Communication with course work in organizational communication, ethics, public relations, corporate and political communication, communication technology and research in communication. Fairfield grants the M.A.

However, at some of the larger, better known universities, school of communication are not offering integrated programs of study. They tend to follow the old line specializations within the broader field. For example, at Ohio University, the college of Communication has three schools; the Scripps School of Journalism, the School of Telecommunication and the School of Speech. They are not integrated. At the University of Texas, Austin, the College of Communication has departments of speech communication, journalism, and radio, television, and film granting both the M.A. and the Ph.D., but they are not integrated. The programs at

the University of Florida College of Journalism and Communication have no speech communication component. The America University School of Communication does not have a speech communication component either.

For the most part, only a few schools of communication are at the cutting edge of an integrated approach to the study of communication.²¹

SOME CONCLUSIONS AND RECOMMENDATIONS

It seems apparent that major changes are underway in communication programs throughout the nation. The increasing number of graduate students, the increasing number of institutions which offer graduate programs and the increasing demand for trained, qualified communicators makes this obvious.

The more significant change, possibly, is occurring in the bringing of previously autonomous academic disciplines under the broader, more encompassing (and possibly more protecting) umbrella of communication. Earlier studies by Newton and Walters indicate that core communication courses at the undergraduate level are being adopted throughout the nation.²² Those same studies reveal that adoption of core courses seems

²¹The summary of programs offered in selected graduate programs was taken from these sources: Peterson's Graduate Programs in the Humanities and Social Sciences, 1987; Journalism and Mass Communication Directory, vol. 4, 1986; and Directory of Graduate Programs: Communication Arts and Sciences, 1986.

²²Newton and Walters, op. cit.

to be the first step toward formation of departments or schools of communication. While the studies did not focus upon graduation programs, the researchers infer from the data collected that the next major step will be incorporation of the broad-based communication core into graduate curricula, hence, programs. All this is not to say problems with such programs will not happen. A major one is that of "turf"--the traditional academic territory which is protected by faculty trained in particular disciplines. Still another is where to house the newly born (or mutated) programs. Should they be within an already existing college or school, or should they be cut loose and become their own entities and have to fight for funds and facilities and faculty like every other academic unit? This has to be a major concern during a time of financial constraint.

Perhaps the most traumatic issue with which faculty and administrators will have to deal is that of the content--the central thrust--of communication programs. Should the programs be traditionally academic in nature, or should they meet the sometimes strident demands of the external marketplace which is employing so many more communicators?

Or is the answer in a blending of the two viewpoints, a rethinking of what is desirable in graduate students?

Our study--and we come from three diverse disciplines--leads us to believe that the latter is the only realistic, functional and yet intellectual answer. The increasing emphasis upon the study and use of

communication as a vital ingredient in all forms of human endeavor compels us to broaden our academic environment.

"In an information society--for the first time in civilization--the game is people interacting with people."

John Naisbitt
Megatrends